

TEACHING GRAMMAR

GRAMMAR AS AN INTEGRATED ELEMENT OF BROADER DESIGN

- **Thematic:** American Dream, technology and its role in our lives, what counts as heroism and what doesn't
- **Author or Movement based:** Shakespeare, Romanticism, Renaissance
- **Genre based:** How do specific writers use story as a persuasive tactic? How are newspaper articles, speeches, and television commercials constructed?
- **Skills focused:** practicing logical arguments, giving compelling evidence

GRAMMAR MINILESSON OUTLINE SAMPLE

Grammar Rule: Apostrophes are used to show possession. If the noun is singular, add 's to the noun.

Examples (Remember to personalize and maybe add humor):

- Chantal's water bottle.
- The student's desk is clean.
- The dog's tail wagged when Kathleen returned home.

Sentences for Practice:

- She accidentally stepped on Chantals glasses.
- Andres teacher was impressed with the compelling essay.
- Kathleens pencil broke.

GRAMMAR INCLASS WORK SAMPLE

Examples of grammar rule:

- It's time to go

Name / purpose

- Apostrophe / contraction

What it means

- It is

My turn!

- Don't forget me.

GRAMMAR QUIZ OUTLINE SAMPLE

TOPIC: APOSTROPHES

Correct the following sentences.

- [insert here]
- [insert here]
- [insert here]
- [insert here]
- [insert here]

Challenge sentence for extra credit:

My friends mothers baby cries when its noisy, when it's bottle is empty, and when their eating there dinner.

Write a paragraph that includes at least one example of each of the following grammar rules you've learned.

- Singular possessive
- Plural possessive
- Contractions
- Dropped letters
- Possessive pronouns

Possible topics for your paragraph:

- Favorite movie/book/video game
- Plans for upcoming break
- New school policy
- You can come up with it!

GRAMMAR STRATEGIES

Sentence Combining

Sentence-combining is a technique.

The technique is pretty straightforward.

In that example, the first sentence is the “kernel sentence” that includes the very basic info. The second sentence includes more information students could use, most likely creating a sentence that reads: “Sentence-combining is a pretty straightforward technique.”

Kinds of Sentences

Sentence – complete thought

Ex: The zebra ate my homework, *didn't it?* (if I can use this tag-question, it passes the sentence test!)

Ex:

Fragment – doesn't complete a thought

Ex: Ate my homework (who ate the homework? Needs a subject.)

Ex: Hi! (may use fragments for emphasis or informal writing)

Run-on – too many conjunctions

Ex: The zebra ate my homework and lied in front of me and made the carpet dirty which made my mom mad. (How do we make this correct? *The zebra ate my homework, lied in front of me, and made the carpet dirty which made my mom mad*)

Ex:

Declarative – relay information, ideas, opinions

Ex: Elijah is tall.

Ex: We're going to the park today.

Interrogative – asking a question

Ex: What's your name?

Ex: How far is it to Kalamazoo?

Imperative – issue demands or express desires (hint: often starts with verb)

Ex: Get off the table!

Ex: Leave me alone.

Exclamatory – express emotions

Ex: Oh my goodness!

Ex: Aw, snap!

Activities with this:

Kayla's breakup talk with a friend in immediate response:

I can't believe Devontay broke up p with me! The jerk!

Kayla's breakup talk with a different friend one day later:

So, Devontay broke up with me last week. Seriously, he doesn't know what he gave up.

Which one is exclamatory and which one is declarative?

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Different Kinds of Bosses

When addressing issues...declarative, interrogative, imperative, exclamatory

Write an example of each and ask yourself which is the most effective and respectful.

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Make a poster that uses one of each type of sentence. You can advertise your club, make a public service announcement, inform students about a garage sale, etc.

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Tell a ghost story (can be from experience or fictional) using types of sentences and highlight sentences one color and highlight fragments a different color.

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Write a thank you or apology letter to someone. Consider writing a real one and actually giving it to them. Which type of sentence did you use the most?

Conjunction Focus

Making a deal:

Havarti, I really love your free spirit and energy, but maybe we can take it step-by-step rather than doing everything at once. How about this: you choose the colors for the bathrooms and the kitchen, and I'll figure out the paint for the living room and hallway.

The ironic 'yet':

Senator Slick likes to claim that she's an environmentalist, yet her record of voting for pollution-friendly policies tell a different story.

Memorable lines:

"Ask now what your country can do for you, but what you can do for your country." - John F. Kennedy

"Give me liberty, or give me death!" -Patrick Henry

Adding Detail in Complex Sentences

The rebels retreated because they ran out of ammunition.

Because they ran out of ammunition, the rebels retreated.

Angela threw the softball again even though she was exhausted.

Even though she was exhausted, Angela threw the softball again.

The singer whose voice you heard on the radio has never been famous.
The conversation, which Marcel had been ignoring, turned to sports.
The storm that knocked out power to the city also produced several tornadoes.

Active versus Passive Voice

Active: careful with this because it sometimes assumes blame, but it also gives credit to the doers (depends on context of course)

The lady held the door open.

The principal gave a long speech.

Mom didn't clean the kitchen.

I learned a lot in the past unit!

Passive:

The door was held open. (by whom?)

A long speech was given. (by whom?)

The kitchen didn't get cleaned. (by mom according to the above sentence)

A lot of learning happened in the past unit.

THE PARTS OF SPEECH POEM

Every name is called a noun,

As **field** and **fountain**, **street**, and **town**.

In place of noun the pronoun stands,

As **he** and **she** can clap their hands.

The adjective describes a thing,

As **magic** wand or **bridal** ring.

The verb means action, something done,

As **read** and **write** and **jump** and **run**.

How things are done the adverbs tell,

As **quickly**, **slowly**, **badly**, **well**.

The preposition shows relation,

As **in** the street or **at** the station.

Conjunctions join, in many ways,

Sentences, words, **or** phrase **and** phrase.

The interjection cries out, "**Hark!**"

I need an exclamation mark!"